§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Buellton Union School District   Contact: Bryan McCabe, Superintendent **bmccabe@buelltonusd.org** (805) 688-2767   LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
The Buellton Union School District is committed to including all stakeholders in the LCAP development process. The presentation and review of the LCAP goals, activities, and expenditures were included in board meetings, staff meetings, site council meetings and District parent meetings throughout the school year. As a small two-school district, parent leadership groups (SSC and ELAC/DLAC) and staff discussions that led to the development of goals and activities for the schools' Single Plans for Student Achievement resulted in a closely aligned LCAP. Students in Grade 5 and Grade 7 completed the California Healthy Kids Survey (CHKS) in the Fall of 2014. Survey results were received in the Spring 2015, analyzed by administrative staff, and a summary was presented to the Board of Trustees at their April 29, 2015 LCAP and Budget Board Workshop. The Jonata Middle School Student Council was consulted during the 2015-16 school year on various topics ranging from student issues such as dress code and student activities to instructional issues. School staff completed the staff survey portion of the California Healthy Kids Survey (CHKS) in the Fall 2014. The results of the staff were reported to the Board of Trustees at their April 29, 2015 LCAP and Budget Board Workshop. Superintendent and Jonata Principal met with the Robotics Club and a representative from the City of Buellton to explore possibilities for expanding robotics and other STEM related activities and courses. School staffs provided feedback on the 2015-16 goals and actions/services at staff meeting feedback sessions scheduled specifically for input on the LCAP. Parent groups at both school sites (School Site Council, ELAC) and the District wide PTSA and Wellness Committee were kept informed of the LCAP goals and provided opportunity for input. Both schools Site Councils conducted in-depth parent	The Oak Valley staff developed revised strategies and schedules to support English Learners. Considerable time was spent reviewing the new state-adopted ELA/ELD materials, piloting the Wonders Program, and deciding to recommend the adoption of Wonders. The version selected by the staff includes a strong ELD component that has been a program improvement goal at Oak Valley for several years. The Jonata staff worked all year to develop a systematic and well-defined academic intervention program in math and English. The result was the development of a designated period for each grade level to support students needing math intervention. The English teachers developed an intervention program that is included during the current two-period English Language Arts program. The Oak Valley staff piloted Lexia and Reading Plus in the Spring 2016. The pilot was supported by Santa Barbara County United Way. The feedback from staff, students, and parents was overwhelmingly positive, and the two programs were purchased for student intervention. Meetings with ELAC/DLAC parents identified the need to continue the development of ways to engage and encourage Spanish speaking families to participate in school events and their children's learning. A literacy workshop was provided in March conducting by the District's Intervention Coordinator with a translator.

surveys. The results were tabulated and reported back to the site councils and the Board of Trustees at their June 8, 2016 Board Meeting. The Board of Trustees were presented updates on the progress of the 2015-16 LCAP activities and services in December 2015 (First Interim Budget and LCAP Report) and in March 2016 (Second Interim Budget and LCAP Report). At the April 13, 2016 Board meeting, staff provided the Board with a report on the proposed goals and preliminary actions/services for the 2016-17 LCAP. The Single Plans for Student Achievement (SPSA) were developed at both school sites in collaboration with the School Site Councils (SSC). The SSCs approved the SPSA on May 20 and May 21. A draft LCAP was posted on the District web site on June 1, 2016. The Single Plans for Student Achievement (SPSA) were approved by the Board of Trustees at the June 8, 2016 Regular Session of the Board. Board of Trustees held Public Hearing for LCAP and 2015-16 Budget on June 8, 2016. Board of Trustees adopted LCAP and 2016-17 Budget on June 15, 2016.	The Annual Parent Surveys demonstrated high levels of overall parent satisfaction with the school environment, curriculum and instruction, communication between home and school, extracurricular activities, and technology. Areas for growth included consistency of discipline, the need for more music and art, and the need to improve the use of the schools' and District website for information. Public Hearing allowed a final opportunity for stakeholder input.
Annual Update: The Board of Trustees were presented updates on the progress of the 2015-16 LCAP activities and services in December 2015 (First Interim Budget and LCAP Report) and in March 2016 (Second Interim Budget and LCAP Report). At the April 13, 2016 Board meeting, staff provided the Board with a report on the proposed goals and preliminary actions/services for the 2016-17 LCAP. The principals reported progress on LCAP and Single Plans for Student Achievement in their monthly reports to the Board of Trustees.	**Annual Update:** Provided staff with overview of LCAP and connected the major school site and district activities for CCSS implementation, professional development, technology pilot, ELD program review, and other activities. Board of Trustees were able to ask questions, stay informed of progress toward annual goals, and monitor major expenditures.

School staffs provided feedback on the LCAP goals and actions/services at staff meeting feedback sessions throughout the year. Parent groups at both school sites (School Site Council, ELAC) and the District wide PTSA and Wellness Committee were kept informed of the LCAP goals and provided opportunity for input. Both schools Site Councils conducted in-depth parent surveys. The results were tabulated and reported back to the site councils and the Board of Trustees at their June 8, 2016 Board meeting. PTSA Principal Coffees were held during the year to provide an overview of the schools' and district's implementation of new curriculum, the technology initiative, and other issues. The coffees were well attended and representative of the demographics of the school district.	Information from the parent surveys were used by the site principals to highlight needs which were used to develop a set of recommendations for the 2016-17 LCAP.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Not all students are meeting proficiency standards on state and local achievement tests.	
Goal Applies to:	Schools:	Oak Valley Elementary and Jonata Middle School
	Applicable Pupil Subgroups:	All students with emphasis on English learners and low-income subgroups.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 100% of classroom teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. • All students will meet CAASPP growth targets. • 75% or more of students in grades 4-8 will receive a cumulative grade point average of 3.0 or above. • EL students will meet or exceed state targets for Annual Measurable Achievement Objectives (AMO 1 and AMO 2). • 80% of EL students will reclassified by fifth grade, and 33% of long-term ELs will be reclassified by eighth grade. • All students will have access and be enrolled in required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1.1. Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

1.1.2. Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents. a. Teachers meet weekly in professional learning communities (PLCs) to identify grade level and subject area informal assessments and site-based benchmarks. b. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system c. Implement and communicate multiple measures of school quality in the new CAASPP system d. Teachers develop assessment binders to include interim, benchmark, and progress monitoring e. OV – 32 days of RtI instruction added to give additional progress monitoring support	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	e. add staff 01-0000-2000 **$2,000** supplemental
1.1.3. Ensure dedicated time for ELD instruction and provide properly trained teachers. a. Instructional aide at OV and Jonata to provide designated ELD instruction daily.	All schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a. Instructional aide 01-4203-2000 **$11,750** Title III 01-4203-3000 **$2,700** Title III

1.1.4. Provide high quality, research based, and tiered interventions and supports to all students. a. K-5 -- Continue Response to Intervention (RTI) Tier Three support system at Oak Valley Club Read b. K-5 -- Increase time for Coordinator of Intervention from 90% to 100% FTE c. TK-8 -- Provide Tier Two interventions in ELA and Math at Oak Valley and Jonata d. 6-8 – Implement a systematic intervention program at Jonata with designated support in math one period per grade daily and imbedded differentiation in ELAs e. Provide afterschool support at both schools f. Implement Lexia and Reading Plus digital literacy programs to support reading skills	All schools	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a. 2 instructional assistants 01-0000-2000 **$28,697** 01-0000-3000 **$6,670** Supplemental b. RtI Coordinator 01-0000-1000 **50,000** supplemental 01-0000-3000 **$7,000** supplemental 01-3010-1000 **$47,000** Title I 01-3010-3000 **$7,000** Title I c. Instructional Assistants 01-0000-2000 **$127,275** supplemental 01-000-3000 **$27,700** Supplemental 01-3010-2000 **$20,800** Title I d. Teacher salaries 01-0000-1000 **$36,738** supplemental

			01-0000-3000 **$6,101** Supplemental e. Afterschool Programs 01-0000-1000 **$6,250** 01-0000-3000 **$905** Supplemental f. subscriptions 01-0000-5000 **$15,000** Supplemental
1.1.5. Use regularly scheduled professional learning communities (PLCs) to analyze student achievement and readjust instruction and interventions as needed.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	• 100% of classroom teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. • All students will meet CAASPP growth targets. • 75% or more of students in grades 4-8 will receive a cumulative grade point average of 3.0 or above. • EL students will meet or exceed state targets for Annual Measurable Achievement Objectives (AMO 1 and AMO 2). • 80% of EL students will reclassified by fifth grade, and 33% of long-term ELs will be reclassified by eighth grade. • All students will have access and be enrolled in required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.2.1. Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

1.2.2. Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents. a. Teachers meet weekly in professional learning communities (PLCs) to identify grade level and subject area informal assessments and site-based benchmarks. b. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system c. Implement and communicate multiple measures of school quality in the new CAASPP system d. Teachers develop assessment binders to include interim, benchmark, and progress monitoring e. OV – 32 days of RtI instruction added to give additional progress monitoring support	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	e. add staff 01-0000-2000 **$2,000** supplemental
1.2.3. Ensure dedicated time for ELD instruction and provide properly trained teachers. a. Instructional aide at OV and Jonata to provide designated ELD instruction daily.	All schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a. Instructional aide 01-4203-2000 **$11,750** Title III 01-4203-3000 **$2,700** Title III

1.2.4. Provide high quality, research based, and tiered interventions and supports to all students. a. K-5 -- Continue Response to Intervention (RTI) Tier Three support system at Oak Valley Club Read b. K-5 -- Maintain time for Coordinator of Intervention at 100% FTE c. TK-8 -- Provide Tier Two interventions in ELA and Math at Oak Valley and Jonata d. Grades 6-8 – Continue a systematic intervention program at Jonata with designated support in math one period per grade daily and imbedded differentiation in ELAs e. Provide afterschool support at both schools f. Continue Lexia and Reading Plus digital literacy programs to support reading skills		__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a. 2 instructional assistants 01-0000-2000 **$28,697** 01-0000-3000 **$6,670** Supplemental b. RtI Coordinator 01-0000-1000 **50,000** supplemental 01-0000-3000 **$7,000** supplemental 01-3010-1000 **$47,000** Title I 01-3010-3000 **$7,000** Title I c. Instructional Assistants 01-0000-2000 **$127,275** supplemental 01-000-3000 **$27,700** Supplemental 01-3010-2000 **$20,800** Title I d. Teacher salaries 01-0000-1000 **$36,738** supplemental

			01-0000-3000 **$6,101** Supplemental e. Afterschool Programs 01-0000-1000 **$6,250** 01-0000-3000 **$905** Supplemental f. subscriptions 01-0000-5000 **$15,000** Supplemental
1.2.5. Use regularly scheduled professional learning communities (PLCs) to analyze student achievement and readjust instruction and interventions as needed.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	• 100% of classroom teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. • All students will meet CAASPP growth targets. • 75% or more of students in grades 4-8 will receive a cumulative grade point average of 3.0 or above. • EL students will meet or exceed state targets for Annual Measurable Achievement Objectives (AMO 1 and AMO 2). • 80% of EL students will reclassified by fifth grade, and 33% of long-term ELs will be reclassified by eighth grade. • All students will have access and be enrolled in required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.3.1. Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

1.3.2. Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents. a. Teachers meet weekly in professional learning communities (PLCs) to identify grade level and subject area informal assessments and site-based benchmarks. b. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system c. Implement and communicate multiple measures of school quality in the new CAASPP system d. Teachers develop assessment binders to include interim, benchmark, and progress monitoring e. OV – 32 days of RtI instruction added to give additional progress monitoring support	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	e. add staff 01-0000-2000 **$2,000** supplemental
1.3.3. Ensure dedicated time for ELD instruction and provide properly trained teachers. a. Instructional aide at OV and Jonata to provide designated ELD instruction daily.	All schools	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a. Instructional aide 01-4203-2000 **$11,750** Title III 01-4203-3000 **$2,700** Title III

21

1.2.4. Provide high quality, research based, and tiered interventions and supports to all students. a. K-5 -- Continue Response to Intervention (RTI) Tier Three support system at Oak Valley Club Read b. K-5 -- Maintain time for Coordinator of Intervention at 100% FTE c. TK-8 -- Provide Tier Two interventions in ELA and Math at Oak Valley and Jonata d. Grades 6-8 – Continue a systematic intervention program at Jonata with designated support in math one period per grade daily and imbedded differentiation in ELAs e. Provide afterschool support at both schools g. Continue Lexia and Reading Plus digital literacy programs to support reading skills	All schools	__ALL OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	a. 2 instructional assistants 01-0000-2000 **$28,697** 01-0000-3000 **$6,670** Supplemental b. RtI Coordinator 01-0000-1000 **50,000** supplemental 01-0000-3000 **$7,000** supplemental 01-3010-1000 **$47,000** Title I 01-3010-3000 **$7,000** Title I c. Instructional Assistants 01-0000-2000 **$127,275** supplemental 01-000-3000 **$27,700** Supplemental 01-3010-2000 **$20,800** Title I d. Teacher salaries 01-0000-1000 **$36,738** supplemental

			01-0000-3000 **$6,101** Supplemental e. Afterschool Programs 01-0000-1000 **$6,250** 01-0000-3000 **$905** Supplemental f. subscriptions 01-0000-5000 **$15,000** Supplemental
1.3.5. Use regularly scheduled professional learning communities (PLCs) to analyze student achievement and readjust instruction and interventions as needed.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

GOAL:	2. The District provides a comprehensive curriculum that engages, challenges, and prepares students for college and career.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Teachers need continued professional development to implement CCSS and related instructional practices.	
Goal Applies to:	Schools:	Oak Valley Elementary and Jonata Middle School
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• All of the District's students will have access to standards aligned instructional materials in English Language Arts, mathematics, and English Language Development as verified by Williams Act Resolution. • All of the District's students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • Programs and services enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • All classroom teachers will receive twelve or more hours of professional development in CCSS English Language Arts, mathematics, and English Language Development as identified in the school site professional development plans.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

2.1.1. Purchase and develop learning activities and instructional materials that support student access to the CCSS.
    a. Continue CPM mathematics program for grades 6-8
    b. Adopt and purchase McGraw-Hill Wonders for K-3 ELA/ELD
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a. CPM math 01-0000-4000 **$2,500**
			
			b. Wonders 01-0000-4000 **$18,000**
			01-6300-4000 **$30,000**

2.1.2. Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.
 	
    a. Grade level planning
    b. Subject area planning
    c. Teacher attendance at workshops for professional development in Next Generation Science (NGS), math, and assessments.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.b. Release Time – 01-0000-1000 **$2,500**
			01-0000-3000 **$300**
			
			d. Workshops 01-000-5000 **$5,000**

2.1.3. All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts.
 	
  a. Adopt and purchase McGraw-Hill Wonders to support ELD grades K-3
  b. Provide teacher professional development for ADEPT and ELA/ELD
  c. Purchase English 3-D to support ELD at Jonata
	All schools	__ALL
		
		OR:
		__Low Income pupils _X_English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.
			Instructional Materials
			01-0000-4000
			$15,000
			Supplemental
			
			b.
			Release Time
			01-0000-1000
			$5,000
			Supplemental
			C.
			01-0000-4000
			$200
			Supplemental

2.1.4. Develop and extend activities that challenge and enrich student learning opportunities.
  a. Robotics, computer science, and other STEM learning opportunities
  b. Continue to build art and music education
  c. Form a visual/performing arts committee to develop program goals and funding options.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.
			Materials
			$1,000
			PTSA funding

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• All of the District's students will have access to standards aligned instructional materials in English Language Arts, mathematics, and English Language Development as verified by Williams Act Resolution. • All of the District's students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • Programs and services enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • All classroom teachers will receive twelve or more hours of professional development in CCSS English Language Arts, mathematics, and English Language Development as identified in the school site professional development plans.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

2.2.1. Purchase and develop learning activities and instructional materials that support student access to the CCSS.
  a. Continue CPM mathematics program for grades 6-8
  b. Continue McGraw-Hill Wonders for K-3 ELA/ELD and purchase Wonders for Grades 4-5
	All schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a. CPM math
			01-0000-4000
			$2,500
			
			b. Wonders
			01-0000-4000
			$10,000
			01-6300-4000
			$10,000

2.2.2. Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.
 	
   a. Grade level planning
   b. Subject area planning
   c. Teacher attendance at workshops for professional development in Next Generation Science (NGS), math, and assessments.
	All schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.b. Release Time – 01-0000-1000 **$2,500** 01-0000-3000 **$300**
			
			d. Workshops 01-000-5000 **$5,000**

2.2.3. All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts.
 	
   a. Purchase McGraw-Hill Wonders to support ELD grades 4-5
   b. Provide teacher professional development for ADEPT and ELA/ELD
   c. Purchase English 3-D to support ELD at Jonata
	All schools	__ALL
		
		OR:
		__Low Income pupils _X_English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a. Instructional Materials 01-0000-4000 **$10,000** Supplemental
			
			b. Release Time 01-0000-1000 **$5,000** Supplemental
			C. 01-0000-4000 **$200** Supplemental

2.2.4. Develop and extend activities that challenge and enrich student learning opportunities.
    a. Robotics, computer science, and other STEM learning opportunities
    b. Continue to build art and music education
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			PTSA funding

	LCAP Year 3: 2018-19
Expected Annual Measurable Outcomes:	• All of the District's students will have access to standards aligned instructional materials in English Language Arts, mathematics, and English Language Development as verified by Williams Act Resolution. • All of the District's students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • Programs and services enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. • All classroom teachers will receive twelve or more hours of professional development in CCSS English Language Arts, mathematics, and English Language Development as identified in the school site professional development plans.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

2.3.1. Purchase and develop learning activities and instructional materials that support student access to the CCSS.
  a. Continue CPM mathematics program for grades 6-8
  b. Continue McGraw-Hill Wonders for K-5 ELA/ELD
	All schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a. CPM math
			01-0000-4000
			$2,500

2.3.2. Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.
 	
  a. Grade level planning
  b. Subject area planning
  c. Teacher attendance at workshops for professional development in Next Generation Science (NGS), math, and assessments.
	All schools	_X_ ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			a.b. Release Time –
			01-0000-1000
			$2,500
			01-0000-3000
			$300
			
			d. Workshops
			01-000-5000
			$5,000

2.3.3. All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts.
 	
  a. Continue McGraw-Hill Wonders to support ELD grades K-5
  b. Provide teacher professional development for ADEPT and ELA/ELD
  c. Purchase English 3-D to support ELD at Jonata
	All schools	__ALL
		
		OR:
		__Low Income pupils _X_English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			b.
			Release Time
			01-0000-1000
			$5,000
			Supplemental
			C.
			01-0000-4000
			$200
			Supplemental

2.3.4. Develop and extend activities that challenge and enrich student learning opportunities.
  d. Robotics, computer science, and other STEM learning opportunities
  e. Continue to build art and music education
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			PTSA funding

GOAL:	3. Students and teachers will utilize technology effectively to support instruction and learning.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Teachers and students need training and instruction to maximize the use of technology to support learning.	
Goal Applies to:	Schools:	Oak Valley Elementary and Jonata Middle School
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• District will develop assessments to determine student acquisition of and proficiency in skills related to 21st Century learning. • Staff will report high levels of satisfaction with professional development, infrastructure support, sufficiency of equipment and materials, and knowledge of student standards to support instruction with technology as reported in the annual staff survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1.1. Continue to assess and upgrade the District's technology infrastructure to support an efficient and continual support of teaching and learning. a. Consult with SBCEO and District Internet provider to assess current and future bandwidth needs. b. Survey staff to identify infrastructure impacts on student and staff use of technology.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

3.1.2. Provide staff with continual opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.
 	
    a. Technology Leadership Committee meets monthly to assess programs, develop professional development, and oversee program decisions.
    b. Monthly staff sharing and learning sessions.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			None

3.1.3. Provide students will opportunities to learn technology skills that will enhance learning in today's educational environment.
 	
    a. Continue to identify grade level technology skills and performance standards.
    b. Review, identify, and purchase on-line subscriptions and apps to support student learning (ST math and SRI Lexile)
	All schools	_X_ALL
		
		OR:
		__Low Income pupils ___English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			b. Instructional materials
			01-0000-4000
			$7,000

3.1.4. Provide on-going equipment replacement as needed to sustain support instruction and student learning.	All schools	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Equipment Purchase **$10,000** 01-0000-5000

3.1.5. Continue to employ technology support specialist to maintain the technology hardware and network infrastructure and provide technical support to staff and students.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Tech Specialist 01-0000-2000 **$67,132** 01-0000-3000 **$19,184**

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2017-18</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">Surveys and assessments of student outcomes in 21st Century learning will demonstrate growth from base levels in the prior year.
Staff will report high levels of satisfaction with professional development, infrastructure support, sufficiency of equipment and materials, and knowledge of student standards to support instruction with technology as reported in the annual staff survey.</td></tr>
<tr><td align="center">Actions/Services</td><td>Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td>Budgeted Expenditures</td></tr>
<tr><td>3.2.1. Continue to assess and upgrade the District's technology infrastructure to support an efficient and continual support of teaching and learning.

a. Consult with SBCEO and District Internet provider to assess current and future bandwidth needs.
b. Survey staff to identify infrastructure impacts on student and staff use of technology.</td><td>All schools</td><td>_X_ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td>None</td></tr>
</table>

3.2.2. Provide staff with continual opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.
 	
  a. Technology Leadership Committee meets monthly to assess programs, develop professional development, and oversee program decisions.
  b. Monthly staff sharing and learning sessions.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			None

3.2.3. Provide students will opportunities to learn technology skills that will enhance learning in today's educational environment.
 	
  a. Continue to identify grade level technology skills and performance standards.
  b. Review, identify, and purchase on-line subscriptions and apps to support student learning.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils ___English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			b. Instructional materials
			01-0000-4000
			$7,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.2.4. Provide on-going equipment replacement as needed to sustain support instruction and student learning.	All schools	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Equipment Purchase **$20,000** 01-0000-5000
3.2.5. Continue to employ technology support specialist to maintain the technology hardware and network infrastructure and provide technical support to staff and students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Tech Specialist 01-0000-2000 **$67,132** 01-0000-3000 **$19,184**

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Surveys and assessments of student outcomes in 21st Century learning will demonstrate growth from base levels in the prior year. • Staff will report high levels of satisfaction with professional development, infrastructure support, sufficiency of equipment and materials, and knowledge of student standards to support instruction with technology as reported in the annual staff survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.3.1. Continue to assess and upgrade the District's technology infrastructure to support an efficient and continual support of teaching and learning. a. Consult with SBCEO and District Internet provider to assess current and future bandwidth needs. b. Survey staff to identify infrastructure impacts on student and staff use of technology.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

3.3.2. Provide staff with continual opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.
 	
   a. Technology Leadership Committee meets monthly to assess programs, develop professional development, and oversee program decisions.
   b. Monthly staff sharing and learning sessions.
   c. Staff attendance at technology workshops and conferences.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			None

3.3.3. Provide students will opportunities to learn technology skills that will enhance learning in today's educational environment.
 	
   a. Continue to identify grade level technology skills and performance standards.
   b. Review, identify, and purchase on-line subscriptions and apps to support student learning.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils ___English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			b. Instructional materials 01-0000-4000 **$7,000**

3.3.4. Provide on-going equipment replacement as needed to sustain support instruction and student learning.	All schools	__X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Equipment Purchase **$20,000** 01-0000-5000

3.3.5. Continue to employ technology support specialist to maintain the technology hardware and network infrastructure and provide technical support to staff and students.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Tech Specialist 01-0000-2000 **$67,132** 01-0000-3000 **$19,184**

GOAL:	4. The Buellton Union School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Not all students and parents are highly engaged in the district's programs.	
Goal Applies to:	Schools: Oak Valley Elementary and Jonata Middle School	
	Applicable Pupil Subgroups: All students with emphasis on English learners and low-income subgroups.	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	• The annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey will demonstrate that the school facilities are maintained and in good repair. • Maintain monthly attendance rate at or above 97%. • Improve truancy rate from 13% in 2015-16 to 10% in 2016-17. • Improve chronic absenteeism rate from 10% 2015-16 to 9% in 2016-17 • Maintain Middle School drop-out rate at 0%. • Maintain student suspension rate below 5%. • Maintain student expulsion rate at 0%. • Maintain School Climate Index on School Climate Report Card (Middle School) at or above 370. • Maintain overall satisfaction on School Site Council Parent Surveys at both schools at or above 90%.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1.1. The condition of the District's facilities are evaluated annually and the deferred maintenance plan is up to date and ensures that the District's facilities are maintained and in good repair.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$20,000** transferred from Fund 01 to Fund 14
4.1.2. Student engagement and connectedness a. Students are given opportunities to provide feedback on all aspects of the school program. b. Continue and expand opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement and connectedness	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6-8th grade choir $4,000 PTSA Robotics Club **$1,000** Parent donations

4.1.3. Parent engagement a. Parents are provided opportunities to provide feedback on all aspects of the school program b. Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups. c. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. d. Provide bilingual translation at parent conferences.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	d. Translator 01-4203-2000 **$600** Title III
4.1.4. Staff engagement a. Staff is provided opportunities to provide feedback on all aspects of the school program. b. Staff is involved in the decision making process related to the instructional program.	All schools	___X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	None

4.1.5. Provide a safe and positive learning environment a. Engage all stakeholders in the annual review of school discipline procedures b. Provide staff training and discussion on effective strategies to support positive student behavior c. Continue to provide a school counselor to support positive student social and emotional behaviors and attitudes. d. Develop a more specific RtI model for behavioral support that includes schoolwide tiered approach to behavior.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	c. Counselor – 01-0000-1000 **$67,132** 01-0000-3000 **$19,184** Supplemental

LCAP Year 2: 2017-18	
Expected Annual Measurable Outcomes:	• The annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey will demonstrate that the school facilities are maintained and in good repair. • Maintain monthly attendance rate at or above 97%. • Improve truancy rate to below 10% • Improve chronic absenteeism rate to below 9% • Maintain Middle School drop-out rate at 0%. • Maintain student suspension rate below 5%. • Maintain student expulsion rate at 0%. • Maintain School Climate Index on School Climate Report Card (Middle School) at or above 370. • Maintain overall satisfaction on School Site Council Parent Surveys at both schools at or above 90%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.2.1. The condition of the District's facilities are evaluated annually and the deferred maintenance plan is up to date and ensures that the District's facilities are maintained and in good repair.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$20,000** transferred from Fund 01 to Fund 14
4.2.2. Student engagement and connectedness a. Students are given opportunities to provide feedback on all aspects of the school program. b. Continue and expand opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement and connectedness	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6-8th grade choir $4,000 PTSA Robotics Club **$1,000** Parent donations

4.2.3. Parent engagement
 	
  a. Parents are provided opportunities to provide feedback on all aspects of the school program
  b. Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups.
  c. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs.
  d. Provide bilingual translation at parent conferences.
	All schools	_X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____
			d. Translator
			01-4203-2000
			$600
			Title III

4.2.4. Staff engagement
 	
  a. Staff is provided opportunities to provide feedback on all aspects of the school program.
  b. Staff is involved in the decision making process related to the instructional program.
	All schools	___X_ALL
		
		OR:
		__Low Income pupils __English Learners
		__Foster Youth __Redesignated fluent English proficient
		__Other Subgroups:(Specify)_____	

4.2.5. Provide a safe and positive learning environment a. Engage all stakeholders in the annual review of school discipline procedures b. Provide staff training and discussion on effective strategies to support positive student behavior c. Continue to provide a school counselor to support positive student social and emotional behaviors and attitudes. d. Develop a more specific RtI model for behavioral support that includes schoolwide tiered approach to behavior.	All schools	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	c. Counselor – 01-0000-1000 **$67,132** 01-0000-3000 **$19,184** Supplemental

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	• The annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey will demonstrate that the school facilities are maintained and in good repair. • Maintain monthly attendance rate at or above 97%. • Improve truancy rate to below 10% • Improve chronic absenteeism rate to below 9%. • Maintain Middle School drop-out rate at 0%. • Maintain student suspension rate below 5%. • Maintain student expulsion rate at 0%. • Maintain School Climate Index on School Climate Report Card (Middle School) at or above 370. • Maintain overall satisfaction on School Site Council Parent Surveys at both schools at or above 90%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.3.1. The condition of the District's facilities are evaluated annually and the deferred maintenance plan is up to date and ensures that the District's facilities are maintained and in good repair.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	**$20,000** transferred from Fund 01 to Fund 14
4.3.2. Student engagement and connectedness a. Students are given opportunities to provide feedback on all aspects of the school program. b. Continue and expand opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement and connectedness	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	6-8th grade choir $4,000 PTSA Robotics Club **$1,000** Parent donations

4.3.3. Parent engagement a. Parents are provided opportunities to provide feedback on all aspects of the school program b. Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups. c. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs. d. Provide bilingual translation at parent conferences. e.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	d. Translator 01-4203-2000 **$600** Title III
4.3.4. Staff engagement a. Staff is provided opportunities to provide feedback on all aspects of the school program. b. Staff is involved in the decision making process related to the instructional program.	All schools	___X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1.5. Provide a safe and positive learning environment a. Engage all stakeholders in the annual review of school discipline procedures b. Provide staff training and discussion on effective strategies to support positive student behavior c. Continue to provide a school counselor to support positive student social and emotional behaviors and attitudes. d. Develop a more specific RtI model for behavioral support that includes schoolwide tiered approach to behavior.	All schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	c. Counselor – 01-0000-1000 **$67,132** 01-0000-3000 **$19,184** Supplemental

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. All students will demonstrate academic growth in English Language Arts, Mathematics, and English Language Development.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Oak Valley Elementary and Jonata Middle School
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	1. 100% of classroom teachers will be appropriately assigned and hold a proper credential for the grade and/or subject taught. 2. All students will meet CAASPP growth targets. 3. 75% or more of students in grades 4-8 will receive a cumulative grade point average of 3.0 or above. 4. EL students will meet or exceed state targets for Annual Measurable Achievement Objectives (AMO 1 and AMO 2). 5. 80% of EL students will reclassified by fifth grade, and 33% of long-term ELs will be reclassified by eighth grade. 6. All students will have access and be enrolled in required areas of study.	Actual Annual Measurable Outcomes:	1. 100% of classroom teachers were appropriately assigned and hold a proper credential for the grade and/or subject taught. 2. All grades/cohorts at Oak Valley made significant growth in CAASPP ELA and Math proficiency. ELA 14/15 15-16 Cohort Growth 3rd 57% 57% 4th 69% 64% 7% 5th 71% 83% 14% Math 14/15 15-16 Cohort Growth 3rd 53% 59% 4th 58% 60% 7% 5th 71% 65% 7% 3. 63.5% of students in grades 4-8 received a cumulative grade point average of 3.0 or above in the 2015-16 school year. 4. EL students exceed state targets for Annual Measurable Achievement Objectives (AMAO 1 and AMAO 2). 2014-15 AMAO 1 66.7% (target 60.5%) AMAO 2 64.9% (target 50.9%) 5. In 2015-16, 83% of EL students were reclassified by fifth grade, and 47% of long-term ELs were reclassified by eighth grade. 6. All students will have access and be enrolled in required areas of study.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1.1. Audit all certificated staff assignments to determine that teachers are appropriately assigned and credentialed.	None	All certificated staff are appropriately assigned and credentialed based on an audit of all staff.	None
Scope of service:		Scope of service:	
_X_ALL		_X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.1.2. Monitor student progress through the implementation of a comprehensive assessment system using state and local multiple measures to provide feedback to teachers, students, and parents. h. Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks. i. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system j. Implement and communicate multiple measures of school quality in the new CAASPP system k. Teachers receive training and release time for on site review of the new ELD standards, continue CELDT l. OV – 32 days of RtI instruction added to give additional progress monitoring support	a. and d. Release time (Fund-Resource-Object) 01-0000-1000 **$5,000** 01-0000-3000 **$716** b. and d. Workshop fees 01-0000-5000 **$5,000** e. add staff 01-0000-2000 **$2,000** supplemental	a. teachers met 1.5 days over the summer to develop grade level assessments b. lead teachers and principals attended SBCEO workshops on interim assessments c. both school sites are in the process of developing multiple measures for a new data dashboard to communicate school success toward goals d. teachers attended training for ELD but the cost is budgeted under 2.2.d e. Additional support for RtI at Oak Valley was added for the school year	a. and d. Release time 01-0000-1000 **$5,000** 01-0000-3000 **$716** b. and d. Workshop fees 01-0000-5000 **$2,000** e. add staff 01-0000-2000 **$2,000** supplemental
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.1.3. Ensure dedicated time for ELD instruction and provide properly trained teachers. Update reclassification criteria with CAASPP (OV SPSA)	None	The dedicated instructional time is provided K-8 with an increasing amount of instruction being imbedded in the core curriculum.	None
Scope of service:			
__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.1.4. Provide high quality, research based, and tiered interventions and supports to all students. g. K-5 -- Continue Response to Intervention (RTI) system (OV SPSA) h. K-5 -- Increase time for Coordinator of Intervention from 80% to 90% FTE i. K-5 -- Provide Tier Two interventions in ELA and Math through Club Read and Club Math at Oak Valley j. 6-8 -- Develop a more systematic intervention program at Jonata including the purchase of instructional materials (Jonata SPSA) k. Provide afterschool support at both schools l. Provide counseling services as academic coaching to support at-risk students at both schools m. K-5 – expand Club Math and replacement reading class n. K-5 – Americorps literacy tutoring weekly of 50 students o. Pilot digital summer session or other alternative summer sessions	a. 2 instructional assistants 01-3100-2000 **$32,918** 01-3100-3000 **$3,209** b. RtI Coordinator 01-0000-1000 **78,520** supplemental 01-0000-3000 **$10,094** supplemental d.Instructional materials 01-0000-4000 **$5,000** Supplemental e. Afterschool Programs 01-0000-1000 **$6,250** 01-0000-3000 **$905** Supplemental f. Counselor **see 4.1.5.** h. Americorps Tutors 01-0000-5000 **$16,000** Supplemental	a. RtI program at Oak Valley continues to provide Tier 3 support for students in K-3. b. The Coordinator was increased from 80% to 90%. c. Tier Two interventions for ELA and math continued. d. Jonata staff and principal developed an intervention program for ELA and math to be implemented in the fall 2016. e. Before school and afterschool support is provided at both schools. f. Counseling services are provided at both schools (see Goal 4) g. Club Math (math RtI) was expanded at Oak Valley targeting students in grades 1-3. h. Two Americorps workers provided tutoring weekly. i. Implementation of United Way reading and literacy on-line programs provided classroom and Club Read support at Oak Valley and are being continued over the summer and implement for all District students K-8 for 2016-17.	a. $35,000 b. $89,000 c. $34,000 d. $5,000 e. $7,000 f. 4.1.5. g. included in a b h. $16,000 i. 01-0000-4000 $2,000 Supplemental

Scope of service:				
___ALL			___ALL	
OR: _X_Low Income pupils _X_English Learners __Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.1.5. Use regularly scheduled professional learning communities (PLCs) to analyze student achievement and readjust instruction and interventions as needed.	None	Teachers continue to meet weekly for PLC with focus on student data analysis, assessment development, and curriculum scope and sequence development.	None
Scope of service:			
_X__ALL		___ALL	
OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional work is needed in the development of a District wide assessment system including the selection of a student data management system, the identification of grade level benchmarks, the identification of assessments from state interim reports or purchased systems to assess benchmarks, and the definition of the metrics to be used in a District and school data dashboard. Work will continue to support a successful intervention program at Oak Valley. The loss of the AmeriCorps program will require staff and/or program adjustments. Jonata will implement a more systematic intervention program that includes designated math intervention periods and in-class support and intervention for identified students in English. The purchase of unlimited access to digit reading programs Lexia and Reading Plus at both schools will expand reading intervention and acceleration to 24/7 year round access for all students.

Original GOAL from prior year LCAP:	2. The District provides a comprehensive curriculum that engages, challenges, and prepares students for college and career.	Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Oak Valley Elementary and Jonata Middle School
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. All of the District's students will have access to standards aligned instructional materials in English Language Arts, mathematics, and English Language Development as verified by Williams Act Resolution. 2. All of the District's students will receive a comprehensive instructional program aligned with CCSS in English Language Arts, mathematics, and English Language Development as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. 3. Programs and services enable ELs to access core and ELD standards as determined by instructional minutes, classroom schedules, pacing plans, and principal observations. 4. All classroom teachers will receive twelve or more hours of professional development in CCSS English Language Arts, mathematics, and English Language Development as identified in the school site professional development plans.	Actual Annual Measurable Outcomes:	1. All students had access to standards aligned materials. 2. All of the District's students received a comprehensive instructional program as verified by principal review and documentation. 3. EL students had access to core standards and ELD standards as verified by written evidence. 4. All teachers in TK-5 received over 12 hours of PD.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1.1. Purchase and develop learning activities and instructional materials that support student access to the CCSS. c. Continue EdCaliber subscription to support Engage New York math in grades TK-5 d. Purchase CPM mathematics program for grades 6-8 e. Implement a review and adoption process for ELA/ELD instructional materials TK-8.	a. EdCaliber 01-0000-5000 **$5,000** b. CPM math 01-0000-4000 **$30,000**	a. EdCaliber was purchased and used for the second year of a pilot. b. CPM math purchased and implemented in grades 6-8 c. ELA/ELD materials were piloted TK-5 in the Spring 2016 and will be adopted for the Fall 2016.	a. $5,000 b. $30,000
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.1.2. Professional development activities will provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.
 	
  d. Grade level planning (OV SPSA)
  e. Subject area planning (Jonata SPSA)
  f. Review writing and timeline for writing genres with assessments (OV SPSA)
  g. Teacher attendance at workshops for professional development in ELA/ELD, math, and assessments.
  h. Review new ELA/ELD Frameworks
	a.b. Release Time – 01-0000-1000 **$10,000** 01-0000-3000 **$1,428**
	
	d. Workshops 01-000-5000 **$10,000**
		Oak Valley and Jonata teachers continue to take active roles in professional development. Oak Valley teachers were given 2 release days during the school year for grade level planning. The staff developed and participated in an instructional rounds program that provide outstanding opportunities for learning.
		Teachers at both schools attended various workshops on conferences on ELA/ELD, interim assessments, technology, and the three math teachers attended at two day CPM conference.
			a. $7,000
			b. $2,500 0
			c. none
			d. $18,00 0
			e. none

Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.1.3. All of the District's students including ELs will receive a comprehensive instructional program aligned with CCSS standards in mathematics and English language arts.
  d. Review ELA/ELD standards (OV SPSA)
  e. Identify materials and pilot as recommended from ELA/ELD adoption committee. Replace consumables for Academic Tootkit.
  f. Provide teacher professional development for ADEPT and ELA/ELD
	b. Instructional Materials
	01-0000-4000
	$5,000 Supplemental
	
	c.
	Release Time
	01-0000-1000
	$10,000 Supplemental01-0000-3000
	$1,428 Supplemental
		a. Oak Valley staff reviewed new framework and standards extensively. Jonata staff will need follow up in 2016-17.
		b. I new ELA/ELD materials are being piloted in K-5. Academic toolkits were purchased for the remaining grades.
		c. Professional development in ELD was completed last year.
		d. Manipulative math materials were purchased K-5 to support new state standards
		e. Additional materials to support the kindergarten program were purchased.
			a. none
			b. $5,000
			c. None
			d. $5,500
			e. $1,000

Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.1.4. Develop and extend activities that challenge and enrich student learning opportunities. f. Robotics, computer science, and other STEM learning opportunities g. Continue to build art and music education h. Form a visual/performing arts committee to develop program goals and funding options.	a. Materials **$1,000** PTSA funding	a. All students participated in activities that supported learning of robotics grades 4/5, coding in grades TK-8, and STEM grades 4-8 b. Arts Outreach K-5, increased opportunities for music and art at Jonata (6-8) c. No committee formed at this time	a. $1,000
_X__ALL OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The Oak Valley staff determined that the EdCaliber management system used for engage New York math curriculum was not effective. Teachers have developed effective management tools through a collaborative process that included weekly PLCs and release time. The Oak Valley staff is carefully assessing instructional materials for ELA/ELD and will continue to pilot a selected program. The Jonata staff will need follow up training on the new ELA/ELD framework with a focus on reading and writing across the curriculum and ELD support and intervention.		

Original GOAL from prior year LCAP:	3. Students and teachers will utilize technology effectively to support instruction and learning.		Related State and/or Local Priorities: 1_X_ 2_X_ 3__ 4__ 5_ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Oak Valley Elementary and Jonata Middle School		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	1. District will develop assessments to determine student acquisition of and proficiency in skills related to 21st Century learning. 2. Staff will report high levels of satisfaction with professional development, infrastructure support, sufficiency of equipment and materials, and knowledge of student standards to support instruction with technology as reported in the annual staff survey.	Actual Annual Measurable Outcomes:	1. District did not develop assessments to determine student acquisition of and proficiency in skills related to 21st Century learning. 2. Staff reported high levels of satisfaction with infrastructure support and sufficiency of equipment and materials as reported in the annual staff survey. Moderate levels were reported on professional development and student standards continues as area to be developed.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1.1. Continue to assess and upgrade the District's technology infrastructure to support an efficient and continual support of teaching and learning. a. Consult with SBCEO and District Internet provider to assess current and future bandwidth needs. b. Survey staff to identify infrastructure impacts on student and staff use of technology.	none	a. Complete assessment of infrastructure was conducted with a proposal submitted for erate funding. A number of key improvements made during the year. b. Survey was implemented to staff to assess needs in infrastructure and professional development. c. A 10 year Technology Replacement Plan was developed to guide the District's decision making and budget related to technology.	a. $5,000
Scope of service:		Scope of service:	
_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.1.2. Provide staff with continual opportunities to improve their professional skills and integration of technology to enhance instructional practices, communication, and productivity.
 	
   c. Technology Leadership Committee meets monthly to assess programs, develop professional development, and oversee program decisions.
   d. Monthly staff sharing and learning sessions.
   e. Staff attendance at technology workshops and conferences.
	c.
	Workshops
	01-0000-5000
	$10,000
		a. TLC met in May to review the year's progress in technology and identify next steps.
		b. Teachers at both schools continue on-going professional development and sharing.
		c. The principals and technology specialist have attended a number of workshops including the SBCEO Digital Leadership 2.0. A number of Jonata teachers attended a state technology workshop.
			c. $5,000

Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.1.3. Provide students will opportunities to learn technology skills that will enhance learning in today's educational environment. c. Continue to identify grade level technology skills and performance standards. d. Review, identify, and purchase on-line subscriptions and apps to support student learning.	b. Instructional materials 01-0000-4000 **$7,000**	a. TLC will consider the steps and process for the identification of skills and standards in the Fall 2016. b. A number of programs are under review including a new library management program. Oak Valley has implemented a pilot reading skill and literacy on-line program sponsored by United Way.	b. $7,000
Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.1.4. Purchase technology devices that support instruction and student learning.	Equipment Purchase **$175,000** Fund 22 5000	Devices were purchased and are in use in classrooms TK-8.	$185,000
Scope of service: _X_ALL		Scope of service: _X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.1.5. Hire a technology support specialist to maintain the technology hardware and network infrastructure and provide technical support to staff and students.	Tech Specialist 01-0000-2000 **$43,597** 01-0000-3000 **$17,453**	Technology specialist was hired and continues to provide outstanding and critical support to teaching staff and administration.	$60,000
Scope of service:			
_X__ALL OR: __Low Income pupils ___English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		___ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The development of an articulated TK-8 sequence of skills and learning outcomes requires an enormous commitment of staff time, which will be considered for next year. The administration, technology specialist, and teacher tech leadership need to consider issues related to instructional management programs and google docs versus Microsoft One Drive (Office 365).		

Original GOAL from prior year LCAP:	4. The Buellton Union School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families.	Related State and/or Local Priorities: 1_X_ 2__ 3_X_ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	**Schools:** Oak Valley Elementary and Jonata Middle School	
	Applicable Pupil Subgroups: All	

| Expected Annual Measurable Outcomes: | 1. The annual facilities assessment, local staff, student, and parent surveys, and the CHKS survey will demonstrate that the school facilities are maintained and in good repair.
2. Maintain monthly attendance rate at or above 97%.
3. **I**mprove truancy rate from 12% in 2013-14 to 10% in 2014-15.
4. Improve chronic absenteeism rate from 14% 2013-14 to 10% in 2014-15
5. Maintain Middle School drop-out rate at 0%.
6. Maintain student suspension rate below 5%.
7. Maintain student expulsion rate at 0%.
8. Maintain School Climate Index on School Climate Report Card (Middle School) at or above 370.
9. Maintain overall satisfaction on School Site Council Parent Surveys at both schools at or above 90%. | Actual Annual Measurable Outcomes: | 1. Assessments by MOT staff indicate that the facilities are clean, safe, and in good repair. 99% of parents responding to the Annual Survey stated that the facilities were well maintained.
2. In 2015-16, average monthly attendance at Oak Valley was 96.21% and Average monthly attendance at Jonata is 96.96%
3. Truancy rate in 2014-15 was 17% and in 2015-2016 it was 13%.
4. Chronic absenteeism in 2014-15 was 9% and in 2015-16 it was 10%.
5. Middle School drop-out rate is 0%.
6. District student suspension rate is 1%.
7. District student expulsion rate is 0%.
8. CHKS was not administered in 2015-16.
9. Overall satisfaction on School Site Council Parent Surveys at both schools is above 90% -- 93% at Oak Valley |

66

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1.1. The condition of the District's facilities are evaluated annually and the deferred maintenance plan is up to date and ensures that the District's facilities are maintained and in good repair.	**$50,000** transferred from Fund 01 to Fund 14	Evaluation of facilities is complete. Funds were transferred to Fund 14. Maintenance director has accessed state Proposition 39 funds to upgrade the lighting in all district facilities.	$50,000
Scope of service:		Scope of service:	
_X_ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1.2. Student engagement and connectedness c. Students are given opportunities to provide feedback on all aspects of the school program. d. Continue and expand opportunities for students to participate in school leadership, a variety of clubs, activities, and other events that foster engagement and connectedness	6-8th grade choir $4,000 PTSA Robotics Club **$1,000** Parent donations	Jonata School has expanded opportunities for students to be active in leadership, clubs, and community service.	No expenditures in this area.
Scope of service: _X_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1.3. Parent engagement e. Parents are provided opportunities to provide feedback on all aspects of the school program f. Conduct Spanish and English speaking parent education nights on topics requested by parents and/or parent groups. g. Continue to expand the use of all forms of communication to inform parents of school and district activities and programs.	none	Both schools provided on-going communications to parents.	

Scope of service:			Scope of service:	
__ALL			__ALL	
OR: _X_ **Low Income pupils** __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1.4. Staff engagement
 	
  c. Staff is provided opportunities to provide feedback on all aspects of the school program.
  d. Staff is involved in the decision making process related to the instructional program.
	none	Staff at both schools are actively involved in school wide decision making and opportunities to provide feedback and input.	

Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils **X English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4.1.5. Provide a safe and positive learning environment
 	
   e. Engage all stakeholders in the annual review of school discipline procedures
   f. Provide staff training and discussion on effective strategies to support positive student behavior
   g. Continue to provide a school counselor to support positive student social and emotional behaviors and attitudes.
   h. Develop a more specific RtI model for behavioral support that includes schoolwide tiered approach to behavior.
	c. Counselor – 01-0000-1000
	$57,350
	01-0000-3000
	$16,226
	Supplemental
		• School Site Council reviews discipline sections of Handbooks
		• Annual parent survey provides feedback
		• In progress – training session for K-1 and special needs students in October
		• Behavioral RtI Model in development with teacher input and training included
			c. $73,000

Scope of service: _X_ ALL ---------- OR: ___Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English **proficient** __Other Subgroups:(Specify)_____		Scope of service: _X_ ALL ---------- OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District will focus on the development of a behavioral RtI model in 2016-17. Student engagement ideas for middle school will continue.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$370,774

The Buellton Union School District is using supplemental funds to support student academic achievement through systematic and evidence based intervention programs. These programs focus on literacy, academic language development, and English Language development for English Learners. All of these programs benefit the unduplicated count students.

Coordinator/Certificated Teacher RtI Program	$50,000
Instructional Assistants RtI Tier 3	$35,367
Instructional Assistants RtI Tier 2	$127,000
Middle School math intervention	$42,839
Counselor (certificated staff)	$86,316
Afterschool Programs	$7,155
Professional Development	$5,000
Instructional Materials	$30,000

B.   In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 7.97 | % |

The RtI Program at Oak Valley Elementary School provides student academic support in reading and is expanding in mathematics. The RtI Program is coordinated by a 1.0 FTE certificated coordinator/instructor and includes 2 instructional assistants. Instructional assistants at both District schools provide in-class Tier 2 level support for unduplicated students. In 2016-17, Jonata Middle School is adding a math intervention period for each grade, six through 8. Two new digital reading support programs are added to support student decoding, fluency, and comprehension skills for struggling students in grades K-8. Both the elementary and the middle school are using supplemental funds to expand their afterschool support programs for students needing additional support.   Supplemental funds are used to purchase new materials for the English Language Development instruction and to provide training for classroom teachers at both schools to strengthen the delivery of ELD.   The counselor funded by supplemental funds serves students at both school sites. At Jonata Middle School, the counselor provides academic coaching for targeted students and the counselor provides counseling to support behavioral, social, emotional growth in students not having success in the classroom programs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

    (a) "Chronic absenteeism rate" shall be calculated as follows:

        (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

        (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

        (3) Divide (1) by (2).

    (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

    (c) "High school dropout rate" shall be calculated as follows:

        (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

        (2) The total number of cohort members.

        (3) Divide (1) by (2).

    (d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]